



**General Certificate of Education  
January 2013**

**AS History 1041**

**HIS1H**

**Unit 1H**

**Tsarist Russia, 1855–1917**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

**CRITERIA FOR MARKING GCE HISTORY:****AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

GCE AS History Unit 1

HIS1H: Tsarist Russia, 1855–1917

### Question 1

**01** Why did Alexander II order the emancipation of the serfs in 1861? (12 marks)

*Target: AO1(a), AO1(b)*

### Generic Mark Scheme

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

### Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why Alexander II emancipated the serfs.

Students might include some of the following factors:

- Alexander himself possessed some enlightened views in common with some of the intelligentsia and members of his court who believed that serfdom was morally wrong
- following the Crimean War, reform was believed necessary to revitalise Russia
- to achieve economic progress, and particularly industrialisation, emancipation was thought necessary. It would create a pool of more flexible labour

- there had been outbreaks of serf unrest during the Crimean War and these increased after the peace as conscripted peasants hoped for their freedom
- the idea that it was better to have change from above than revolution from below encouraged action.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider the different motives for reform thematically – political, military, and economic – and show how some of them were interdependent, e.g. it was impossible to make meaningful army reforms without abolishing restrictive serfdom and it would be difficult to make substantial changes to the economy without modifying or abolishing serfdom.

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**Question 1****02** How successful was Alexander II in overcoming opposition to his regime? (24 marks)*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme**

Nothing written worthy of credit.

**0**

**L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

**L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

**L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

**L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

**L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing Alexander II's success in overcoming opposition against his failures.

Factors suggesting that he was successful in overcoming opposition might include:

- the tsarist regime survived (despite Alexander's own assassination) and autocracy was clearly still powerful under Alexander III
- revolutionary groups like the Populists failed to gain mass support, especially from the peasants whose loyalty to the Tsar was enhanced by emancipation and military reform
- other dissatisfied groups like the liberal intelligentsia who were not united themselves, were appeased by Tsarist reforms
- the effectiveness of the secret police, the use of exile and the control of the media which made it difficult for opposition interests to mount any challenge.

Factors suggesting that opposition had not been successfully overcome might include:

- Alexander II's own assassination
- the existence of opposition groups – particularly the development of Marxist groups
- the 'lenient' courts where juries acquitted those involved in opposition (e.g. Vera Zasulich)
- outbreaks of violence, e.g. following disappointment over emancipation
- the 'opposition' seen in Zemstvo demands or reports in the less-censored press.

Good answers will be aware that by 1881 there was more questioning of the autocratic principle than there had been earlier in the century but that divisions were rife amongst the 'opposition' so preventing any effective challenge. Selected acts of terrorism gained more publicity than intellectual arguments for reform – yet the regime never really seemed seriously threatened by particular events before the 1905 Revolution.



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**Question 2**

- 03** Explain why Nicholas II dissolved the first two Russian Dumas in 1906 and 1907.  
(12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the first two Dumas were dissolved

Students might include some of the following factors:

- the Tsar had only reluctantly conceded the Dumas and worked with them unwillingly (The Dumas were despised by the Tsar's ministers)
- the regime was alarmed by the radical proposals of the deputies, (e.g. the first demanded ministerial responsibility to the Duma and the vote for all males)
- the second refused to pass Stolypin's agrarian programme so he took the initiative to request its dissolution
- the Dumas did not satisfy either moderate Liberal reformers nor more fundamental opponents of the regime, so were not united to resist dissolution.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise that neither side was really satisfied by the composition and position of the Dumas and the second was only made possible because the regime manipulated the elections, which in turn weakened the Duma's power to resist its own dissolution.

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**Question 2**

- 04** How successful was the Tsarist regime in bringing about the economic modernisation of Russia by 1914? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing the success of the tsarist regime against its limitations and failures.

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Factors suggesting that the regime was successful in bringing about economic modernisation might include:

- strong growth in 'traditional' heavy industry from 1908 – coal, iron and steel making, sponsored by the state, to make good losses from Russo-Japanese war
- expansion of newer light industry with the aid of government investment and encouragement. There was also a vast expansion in oil production (mainly at Baku), placing Russia, second in the world
- railway growth under state ownership continued
- economic expansion, which made Russia the fifth largest industrial power, was based on state and internal investment, with less reliance on money from overseas than in 1890s
- Government controls and tariffs ensured that exports exceeded imports to provide a healthy balance of trade
- the rural economy improved thanks to Stolypin's reforms and the gradual spread of more modern farming methods among kulaks.

Factors suggesting that the regime was not successful in bringing about economic modernisation might include:

- there was still a substantial input from overseas investment and expertise
- there was limited reform of the rural economy since many peasants did not take advantage of Stolypin's agrarian reforms - and much farming remained primitive
- Russian growth rates did not compare favourably with other western nations e.g. France, Germany, Britain, Austria and Italy all had higher growth in National Income
- exports still relied heavily on grain – 'squeezing' the peasants. Russia's share of overseas trade by 1913 was very small compared with Germany's and Britain's (this was a government directed policy)
- poor social conditions accompanied economic growth in cities, negating some of its benefits and the regime did little to help.

Answers are likely to conclude that while Russia had made tremendous strides economically in the years before World War I, there were still profound limitations to the degree of economic modernisation (as was soon to be shown in Russia's disastrous showing in that war). The best answers will emphasise the part of the regime in creating this economic modernisation and may suggest that government policies were actually harmful to economic growth. Students may take a long or short-term perspective but the focus of the answer should be on Russia's position 'by 1914'.

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**Question 3**

**05** Explain why the Petrograd Soviet was established in 1917. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Petrograd Soviet was established in 1917

Students might include some of the following factors:

- it was the product of confusion and a power vacuum following the Tsar's demise during the Petrograd riots
- it was established in response to the rioting in Petrograd and the hostility of the soldiers to the Tsarist government which had caused them to mutiny
- the Soviet was the work of the more radical activists (mostly socialist intellectuals) who wanted to take control of the 'revolution' and repeat what had been tried in 1905 – with the establishment of workers' councils
- it was set up to ensure a voice for the people, through elections (and to counter the influence of the self-appointed members of the Provisional Committee of the old Duma)
- it was set up to represent the soldiers, e.g. in Order No.1 and place pressure on the authorities.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that the reason behind the soviet was not at all clear in the early stages. Although not unprecedented it was the product of the peculiar circumstances of the February/March revolution, with the initiative coming from the socialists who were determined to harness 'people power' to promote their own ideology.

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**Question 3**

- 06** How far was the collapse of the Provisional Government in October/November 1917 due to its failure to satisfy the demands of the peasants? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Students should be able to make a judgement by balancing the importance of the failure of the Provisional Government to meet peasant demands to its eventual collapse, against other factors

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Factors suggesting that a failure to meet peasant demands brought about the collapse of the Provisional Government might include:

- the frustration of the peasants who had expected that rich landowners would be forced to hand over land after the revolution. (The government was slow to do anything and only appointed a committee in April). This won peasant support for Lenin and his April Theses
- The PG's new grain requisitioning scheme produced a breakdown in order in the countryside with peasants' seizing land, livestock and landlords' property and machinery (The Church and wealthy kulaks also suffered attacks and were therefore less supportive of the PG)
- Peasant activity was encouraged by the SRs – dominant in the early months of 1917 in the Petrograd Soviet – and thus placed considerable pressure on the regime
- The peasants showed strength in numbers using the mir and volost as centres of unrest which made it difficult for the PG to control local government and get the supplies they needed to continue the war effort
- The loss of rural support made it easy for the Bolsheviks to consolidate their revolution in October/November.

Factors suggesting other factors were responsible for the collapse of the Government in October/November might include:

- the government used armed force to quell peasant disturbances and so controlled their activities
- there was equally important opposition to the PG from workers and soldiers who were more important to the eventual Bolshevik seizure of power in October/November
- a major factor weakening the PG was the continuation of war with its military failures and shortages of food, fuel and problems with transportation which made life as difficult for the PG as it had been for the Tsarist regime
- the return of Lenin and the role of Lenin and Trotsky in galvanising support in Petrograd and taking advantage of the PG's weaknesses was key to the October/November Revolution
- Events such as the Kornilov coup – a by-product of the war situation – added to the Provisional Government's difficulties and eventual collapse
- the PG suffered because of its own internal divisions and the mistakes made by Kerensky.

Good answers are likely to point out that the peasants did not play a direct role in October/November. They may suggest that whilst other factors, not least the continued attempt to prosecute an increasingly unpopular and unsuccessful war were key to the demise of the Provisional Government, nevertheless its failure to satisfy the peasants meant that it had no popular backing to resist Bolshevik pressure when it came in October/November 1917.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)